

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

PRE-KINDERGATEN: Social Studies

TEKS	Comments	Louisiana GLE
(PK.1) Individual, Culture, and Community		
(PK.1.A) shares ideas and takes turns listening and speaking	<i>PreK Indicators</i>	PK-SE-C1 Develop increasing abilities to give and take in interactions PK- SE-C3 Respond appropriately during teacher-guided and child-initiated activities PK-SE-C5 Develop appropriate listening skills
(PK.1.B) cooperates with others in a joint activity	<i>PreK Indicators</i>	PK-SE-C1 Develop increasing abilities to give and take in interactions PK-SE-C2 Work and play cooperatively with other children with minimal direction 4. Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
(PK.1.C) Identifies and follows classroom rules	<i>PreK Indicators</i>	PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully
(PK.1.D) participates in classroom jobs and contributes to the classroom community	<i>PreK Indicators</i>	PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully
(PK.1.E) identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures	<i>PreK Indicators</i>	PK-SE-D1 Recognize themselves as unique individuals and become aware of the uniqueness of others PK-SE-D2 Demonstrate emerging awareness and respect for culture and ethnicity PK-SE-D3 Demonstrate emerging awareness and respect for abilities and disabilities

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(PK.1.F) begins to examine a situation from another person's perspective.	<i>PreK Indicators</i>	PK-SE-D1 Recognize themselves as unique individuals and become aware of the uniqueness of others
(PreK.2) History		
(PK.2.A) identifies common events and routines (e.g., snack time, story time)	<i>PreK Indicators</i>	PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully
(PK.2.B) begins to categorize time intervals using words (e.g., "today," "tomorrow," "next time")		7. Demonstrate an awareness of time by using and responding to such words as <i>yesterday</i> , <i>today</i> , and <i>tomorrow</i> (PK-CSS-H1) (H-1A-E1)
(PK.2.C) recognizes changes in the environment over time (e.g., growth, seasonal changes)	<i>PreK Indicator</i>	PK-CS-ES1 Investigate, compare, and contrast seasonal changes in their immediate environment
(PK.2.D) connects past events to current events (e.g., linking yesterday's activity with what will happen today)	<i>Not specifically addressed in LA</i>	
(PK.2.E) begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet).	<i>Not specifically addressed in LA</i>	
(PreK.3) Geography		
(PK.3.A) identifies common features in the home and school environment (e.g., the library, the playground)		1. Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1) and 2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
(PK.3.B) creates simple representations of home, school, or community through drawings or block constructions		2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
(PK.3.C) begins to use words to indicate relative location (e.g., "front," "back," "near," "far")	<i>PreK Indicator</i>	PK-CSS-G2 Use words to indicate directionality, position, and size
(PK.3.D) identifies common features of the local		1. Identify representations of roads, bodies of water,

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landscape (e.g., houses, buildings, streets).		and buildings in play activities (PK-CSS-G1) (G-1A-E1)
(PreK.4) Economics		
(PK.4.A) understands the basic human needs of all people for food, clothing, and shelter	<i>PreK Indicator</i>	PK-HP-N1 Exhibit knowledge that some foods are better for your body than others
(PK.4.B) understands the roles, responsibilities, and services provided by community workers		3. Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3)(C-1D-E4)
(PK.4.C) becomes aware of what it means to be a consumer.	<i>PreK Indicator Implied</i>	PK-CSS-E1 Demonstrate an awareness of money being used to purchase things 6. Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
	<i>Not specifically addressed in TX</i>	5. Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)